

Kingsbury Green Primary School

Inspection report

Unique Reference Number	101503
Local Authority	Brent
Inspection number	355012
Inspection dates	26–27 January 2011
Reporting inspector	David Radomsky

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	634
Appropriate authority	The governing body
Chair	Jacqueline Inyama
Headteacher	Janet Dolan
Date of previous school inspection	26 June 2008
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Introduction

This inspection was carried out by four additional inspectors. They observed 32 lessons, taught by 29 teachers and meetings were held with parents, carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and scrutinised policies, monitoring information, data about past performance and the school improvement plan. The team analysed the 199 parental and carer questionnaires, 27 completed by staff and 107 by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The quality of teaching, learning and assessment across the school and how well it is contributing to progress for all pupils in reading, writing and mathematics, especially at Key Stage 1.
- How effectively the school supports the achievement and personal development of its more vulnerable pupils.
- How effectively leaders at all levels evaluate the school's performance and drive sustainable improvements.

Information about the school

Kingsbury Green Primary School is a larger than average sized school. The proportion of pupils known to be eligible for free school meals and the proportion of pupils with special educational needs and/or disabilities, mainly experiencing difficulties with speech, language and communication needs, is higher than usual. The number of pupils joining or leaving the school other than at the usual times is well above average. The percentage of pupils from minority ethnic backgrounds and those whose first language is not English has increased since the last inspection and is now well above average. The school has achieved the Healthy Schools, Active Mark and Sing Up awards. The school has a Hearing Impaired Unit with space for 14 pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. Improved quality of teaching has ensured that progress rates in the last three years have accelerated rapidly, especially in English, so that pupils now attain broadly average standards by the end of Year 6. The school knows itself well and good systems are in place for tracking pupils' achievement and for supporting those who are not meeting expectations. National Curriculum targets, however, are not always shared with pupils as a tool to increase rates of progress further. Middle leaders are supporting the teaching skills of staff well but their monitoring does not consistently focus sharply enough on the learning of all pupils. All leaders have galvanised the enthusiasm and commitment of staff, consolidated recent successes, included all learners by dismantling their barriers to learning and secured recent improvements. This ensures that the school's capacity to improve further is good.

The good curriculum is adjusted well to meet the needs and aspirations of most pupils. Through partnership work with many agencies, such as the Royal Philharmonic Orchestra, as well as the varied in-school activities, pupils have many opportunities to develop academically and personally. The curriculum is well adjusted to meet the specific needs of hearing impaired pupils and those with other special educational needs and/or disabilities. However, more needs to be done to increase the opportunities for developing literacy and numeracy skills across the subjects.

Pupils show confidence and behave in an extremely polite, thoughtful and supportive manner, contributing to a very positive and nurturing school culture. Good systems for care, guidance and support ensure that pupils feel very safe in school and adopt healthy lifestyles. This is reflected in the school's national awards. Pupils make a good contribution to their school and local communities and have well-developed personal attitudes, engaging positively with people of differing faiths and cultures.

Through accurate identification and effective support systems, the school ensures that most pupils for whom English is an additional language and those who have special educational needs and/or disabilities, including the hearing impaired, and those joining the school other than at the usual times, make good progress and achieve well.

The good quality of teaching and learning contributes well to the good progress pupils make. Occasionally however, planning does not sufficiently take into account the full range of needs and abilities, especially in the teaching of mathematics.

Consequently, progress in those lessons slows. Recent changes to the school's marking policy ensure that, especially in writing, pupils receive good guidance on how improve their work, but in some instances, insufficient opportunities are given to pupils to respond and follow-up on teachers' comments and learn from their mistakes.

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What does the school need to do to improve further?

- Increase the rate of pupils' progress in lessons, especially in mathematics, in both key stages by:
 - spreading the good practice in teaching so that activities to support pupils' learning, at all levels, are planned well enough
 - ensuring that pupils are given and are fully aware of their targets
 - ensuring that when pupils are given written feedback on how to improve their work, they have sufficient opportunities to respond to their teachers' comments
 - ensuring that monitoring by phase and subject leaders focuses sharply on the learning of all pupils.

Outcomes for individuals and groups of pupils

2

Pupils are proud of their school and enjoy their lessons a great deal. The level of commitment to their work is high and they collaborate well when working in groups or in pairs. For example, during a Year 6 guided reading lesson, groups of pupils enthusiastically worked together to draw sophisticated inferences from the prescribed text. They demonstrated good leadership skills in organising themselves, listened to each other attentively and asked each other probing questions.

The quality of learning seen in lessons during the inspection was good overall, and the work seen in pupils' books confirmed the school's own analysis that pupils are making good progress and achieving well. Pupils' impressive desire to learn and their diligent application are major contributory factors in their successful learning. Pupils enter the school with low attainment and make good progress to attain broadly average standards overall by the end of Year 6. At the end of Key Stage 1 however, overall attainment has remained low due to the exceptionally high mobility in those years, with almost all of the late joiners entering the school with very low levels of English language acquisition. Those who start in Reception however, make good progress and attain broadly national averages. Previous underachievement in reading, writing and mathematics in the higher years has been addressed well and there was a significant increase in those achieving the higher Level 5 last year. Pupils in the current Years 2 and 6 are on course to reach higher standards than in previous years. All groups make similar good progress to their peers, including those with English as an additional language, those who arrive later than the usual times and those who have special educational needs and/or disabilities, including those pupils who are hearing impaired.

Pupils are responding well to the school's drive to increase attendance, which has improved significantly in recent years and is now broadly average with persistent absence being rare. Pupils have a strong set of personal values combined with empathy, awareness and an understanding of others. They are particularly knowledgeable, articulate and caring about human rights and responsibilities. New arrivals to the country and the school told inspectors that they are made very welcome at the school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers demonstrate good subject knowledge and skilfully use a range of creative resources to capture pupils' imagination. In the best lessons seen, teachers plan for the learning needs of all pupils, set a good pace and extend thinking through effective questioning. However, there are occasions, such as in some mathematics lessons, when teachers miss opportunities to provide a sufficient range of learning activities appropriate for the full range of pupils' abilities. As a result, pupils' learning and progress are slower than in the more successful lessons. Marking has improved recently with the 'three stars and a wish' comment system, but it does not consistently make explicit how the pupils' work relates to their targets and what they need to do to reach the next level. In some cases, teachers do not ensure that pupils always follow-up on their comments.

The well-organised curriculum and range of additional opportunities, such as sporting and musical activities including singing, visits to museums and the Year 6 residential trip, ensure that pupils enjoy a wide range of stimulating experiences which effectively helps to support their achievement and personal development well. Much work is done to effectively support pupils' emotional wellbeing. The recently introduced cross-curricular creative curriculum is engaging pupils well but it is too early to measure how well it is contributing to improved progress in all subjects. There are still missed opportunities in planning to fully exploit pupils' numeracy skills.

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The good care, guidance and support that the pupils receive underpin the very positive atmosphere within the school. Strong links with families, partnerships, agencies, and carefully planned provision combine to enable pupils who experience difficulties to make good progress. External speech and language therapists share their expertise with school staff thus ensuring that those pupils with speech, language and communication needs make good progress in their studies. Those pupils who arrive at the school with low levels of English acquisition receive high levels of support, including some pre-teaching to develop their vocabulary across the curriculum thus enabling them to make accelerated progress. Good support for pupils with hearing impairment effectively ensures that those pupils make similar progress to their peers. Teachers and support staff however, do not utilise sufficiently the wide range of learning resources available in the Hearing Impaired Unit to support other pupils who have different learning needs. In a few cases, teachers do not always guide pupils sufficiently on how to improve their work because comments are too vague and do not focus on improving learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school benefits from the dedicated leadership provided by the headteacher and senior staff. Along with members of the governing body, leaders communicate a shared vision that aspires for continuous improvement in achievement, care and personal development for every pupil. Staff morale is high and all are proud to be members of this school community. There has been a sharp focus on the professional development of teachers which has been an important factor in raising attainment. Tracking of pupils' progress is now thorough and provides a clear overview of their progress. The regular pupil progress meetings between senior staff and each individual class teacher have been a major contributor to ensuring that appropriate support is given to underachieving pupils and that teachers are accountable for the good progress of all. As a result, the rates of progress have improved and are being sustained. Middle leaders are increasingly effective at monitoring the quality of teaching and learning, but there is still more to do to iron out the residual pockets of satisfactory teaching.

Every effort is made to fully include pupils with special educational needs and/or disabilities and the full range of those facing other challenging circumstances in all aspects of the school's life. To avoid discrimination, pupils have equal opportunities to participate in activities, thus for instance, a part of the playing field was rubberised to allow access to pupils in wheelchairs. Vulnerable pupils are targeted by the school and are encouraged to participate in activities that will best contribute to their personal development and progress in their studies.

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The contribution the school makes to community cohesion is good. This school is a harmonious community, with all groups of pupils getting on well together, and discrimination is not tolerated. Pupils have a strong understanding of the diversity of religious, ethnic and cultural groups locally and nationally and the school is at the early stages of developing links with a school in Switzerland.

The school has established a range of partnerships to support learning and personal welfare. Staff in the Hearing Impaired Unit and Oxford University are working together on a project to improve short term working memory. The school helps parents and carers well in supporting their children's learning through a variety of means such as the use of interpreters, coffee mornings and adult learning classes.

The governing body meets its statutory duties, including safeguarding, well. Procedures for safeguarding pupils are robust and reviewed regularly. There are very effective measures in place to check and vet staff before they are appointed to the school. Staff are also well trained in child protection procedures. Governors are highly supportive, monitor the work of the school and effectively call leaders to account for the quality of all aspects of the school's performance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes in relation to their often exceptionally low starting points. By the time they enter Year 1, attainment in the early learning goals in most areas are below age-related expectations. Children's skills in reading and writing are less well developed.

Children enjoy coming to school and being purposefully engaged in the richness of activities available. They show high levels of curiosity, imagination and concentration.

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They are confident to talk to teachers and other adults who they feel 'look after us and keep us safe.' This is because teaching is of good quality and there is a good balance between child-initiated and teacher-led activities. The indoor and outdoor facilities provide a stimulating environment which effectively enhances learning in all areas. Children can explain what they are doing and take pride in their self-initiated activities. Two children, digging in the garden, told the inspector that they were, 'looking for treasure.' Children's health and safety are ensured and links with families and with external agencies to support children's learning and well-being are good. As one parent said 'I am very pleased with the nursery teachers. I noticed vocabulary improvements when talking to my child.'

The phase is well led and managed, and leaders have identified the need to use information data with greater sophistication to create more activities that offer greater challenge and further develop children's thinking skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all of the parents and carers who responded to the parental questionnaire were overwhelmingly positive about the school. They were particularly positive about how their children enjoyed school and the school's due regard for their children's safety. Inspection evidence concurred with this. A few parents and carers raised concerns about the management of behaviour and the amount of progress pupils make. Inspectors found that pupils' behaviour was exemplary and well-managed by staff and that all groups of pupils make good progress in their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsbury Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 199 completed questionnaires by the end of the on-site inspection. In total, there are 634 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	54	88	44	2	1	0	0
The school keeps my child safe	93	47	98	49	5	3	0	0
My school informs me about my child's progress	80	40	109	55	7	4	3	2
My child is making enough progress at this school	63	32	115	58	17	9	1	1
The teaching is good at this school	83	42	106	53	6	3	0	0
The school helps me to support my child's learning	77	39	104	52	12	6	1	1
The school helps my child to have a healthy lifestyle	72	36	112	56	7	4	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	30	109	55	11	6	0	0
The school meets my child's particular needs	55	28	117	59	15	8	1	1
The school deals effectively with unacceptable behaviour	70	35	98	49	22	11	2	1
The school takes account of my suggestions and concerns	53	27	115	58	21	11	5	3
The school is led and managed effectively	65	33	113	57	12	6	1	1
Overall, I am happy with my child's experience at this school	74	37	115	58	8	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 January 2011

Dear Pupils

Inspection of Kingsbury Green Primary School, Kingsbury NW9 9ND

Thank you for the warm welcome that you gave us when we visited your school. We greatly enjoyed talking to many of you and wish we had had more time to meet all of you. Yours is a good school and these are some of the reasons why.

- Your headteacher, staff and governing body want to help you achieve your potential in all that you do and you are very well cared for and supported.
- You clearly enjoy school and we were very impressed with your outstanding behaviour and friendliness towards each other.
- Your understanding of leading a healthy lifestyle is good; you know the importance of regular exercise and know how to stay safe.
- The school provides you with many enjoyable and fun learning opportunities.
- You take on lots of responsibilities in school and proudly help each other.
- The majority of teachers prepare good lessons, and work with you to make your learning exciting.

We have asked the school to do these things to make it even better.

- To make sure that marking tells you how you can improve your work and that teachers give you opportunities to correct your work in the next lesson. We have also asked your teachers to share your national curriculum targets with you and help you reach them.
- To make sure that the work teachers give you, especially in mathematics, is suitable to help you make the best possible progress.
- To ensure that school leaders regularly check that each of you is helped to do your very best.

You can contribute to these improvements by working hard and responding well to all that the teachers ask you to do.

We wish you all the best for the future and thank you again for your help.

Yours sincerely

David Radomsky

Lead inspector

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